

KIPP INDIANAPOLIS

2009-2010 Performance Analysis

Core Question 3: Is the school meeting its operations and access obligations?

3.1. Has the school satisfactorily completed all of its organizational and governance obligations?	
STANDARD	School has substantially completed all of its organizational and governance obligations as specified in the Compliance and Governance Handbook, including: a) maintenance of adequate “compliance and governance binder” containing all required documents; b) completion of criminal background checks on all Board members; c) transparency of meetings and decision-making in accordance with open meetings obligations; d) maintenance of adequate Board minutes. Any concerns are minor and the school presents a credible plan to address them.

2009-10 Performance: Does Not Meet Standard

In 2009-10, KIPP Indianapolis presented significant concerns in a number of organizational and governance obligations as specified in the Compliance and Governance Handbook. The school did not effectively manage its compliance responsibilities to the Mayor’s Office in 2009-10.

Adherence to the Open Door Law was inconsistent, although improved; accurate meeting agendas were not always publicly posted, and Board Policies, notably in regard to grievance procedures, were not consistently followed. Meeting minutes lacked sufficient detail to determine which members attended in person or via teleconference and whether ex-officio, non-voting members participate in official board actions.

Additionally, the school failed to meet its reporting and compliance obligations to the Indiana Department of Education (IDOE). The school was late in submitting a number of reports including its Student Residence Report (DOE-SR), the Student Membership report (DOE-ME) report, attendance rate, and Title I documentation. The school’s Title I program was subsequently audited by the IDOE in 2009-10. The school was found to have demonstrated significant and continued non-compliance. In addition, the school has received letters of noncompliance from the Indiana Department of Education’s Division of Exceptional Learners for issues related to provision of special education services in multiple years of operation.

Finally, the school consistently failed to meet its reporting and compliance obligations to the Mayor’s Office, as specified in the charter agreement. The school continued to fall behind deadline submitting required documentation, despite repeated requests from Mayor’s Office staff. Additionally, the school demonstrated significant challenges obtaining valid, state teaching licenses for members of its instructional staff and routinely allowed a number of teachers to instruct courses for which they were not appropriately licensed. Based on their performance in 2009-10, KIPP Indianapolis did not meet the Mayor’s Office standard for this indicator.

3.2. Is the school's physical plant safe and conducive to learning?

STANDARD	Significant health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a design well-suited to meet the curricular and social needs of its students, faculty, and community members; a size appropriate for the enrollment and student-teacher ratios in each class; good maintenance and security; well-maintained equipment and furniture that match the educational needs of the students; and accessibility to all students.
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2009-10 Performance: Meets Standard

In 2009-10, the KIPP Indianapolis facility met all health and safety code requirements and provided a safe environment conducive to learning. The school shares space with Indianapolis Public School programs in a facility owned and operated by the district. The facility's design, size, maintenance, security, equipment and furniture are all adequate to meet the school's needs. The school is accessible to all including people with physical disabilities. The Mayor's Office monitoring of KIPP's compliance with health and safety code requirements has not revealed any significant concerns related to these obligations. Accordingly, the school meets the Mayor's Office standard for this indicator.

3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?

STANDARD	The school's enrollment process complies with applicable law; there are minimal documented parent complaints suggesting that it is not being implemented fairly or appropriately; AND the school has engaged in outreach to students throughout the community.
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2009-10 Performance: Meets Standard

In 2009-10, KIPP Indianapolis's admission and enrollment practices met the requirements of Indiana's charter school law. The Mayor's Office received no complaints from parents regarding the school's enrollment practices. The Mayor's Office received copies of KIPP's enrollment policies and marketing plans. The school has implemented a lottery system and gives preference to siblings of current students, as allowed for by law. Based on the 2009-10 academic year, the school meets the Mayor's Office standard for this indicator.

3.4. Is the school properly maintaining special education files for its special needs students?

STANDARD	The school is fulfilling its legal obligations regarding special-needs students, as indicated by conditions such as the following: individualized education plans are up-to-date, student evaluations or re-evaluations have occurred within the appropriate timeframe, files contain the relevant required information, such as, file log sheet, parent consent form, documentation of case conference notification to parents and other conference participants and signatures of attendees at case conferences.
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2009-10 Performance: Does Not Meet Standard

The Mayor's Office contracted a team of experts to conduct an audit of the school's special education files in the Spring of 2010. The focus of this audit was to determine whether all required components - including items such as parent consent forms, documentation of case conference notifications to parents and other conference participants, signatures of attendees at case conferences and up-to-date Individualized Education Plans (IEPs) - were contained in the files. Additionally, IEPs were reviewed to ensure inclusion of all necessary information, including measurable annual goals, a statement of how the parent will be informed of the student's progress, and the date of the student's re-evaluation. The team did not interview parents or evaluate the school's provision of special education services beyond the information included in the special education files.

In the review, twenty-eight files were presented. Reviewers found that case conferences were not being conducted in a timely manner and that files were significantly disorganized – for example many files contained multiple drafts and copies of IEPs, making it difficult to discern which version was the official IEP being used by the school. Additionally, the initiation and duration of services was not being recorded appropriately in a number of files. Parental notification was not consistently recorded or documented and in some cases, parents had not yet signed student's IEPs. Finally, reviewers found that the files contained student information assumingly meant to be stored in enrollment records, such as birth certificates, transportation forms, free and reduced lunch applications and school cell phone policies.

In summary, in 2009-10, the school was not fulfilling all legal obligations regarding proper maintenance of files for students with special needs and required considerable improvement. Thus, KIPP Indianapolis does not meet the Mayor's Office standard for this indicator.

3.5. Is the school fulfilling its legal obligations related to access and services to English as a Second Language (ESL) students?	
STANDARD	The school is fulfilling its legal obligations regarding ESL students, as indicated by conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.

Not Applicable. This sub-question was not examined in 2009-10 because the school did not serve a significant number of ESL students.